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Academic Affairs Committee Minutes

College of Arts and Sciences Minutes

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3-12-2013

# Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, March 12, 2013

Arts & Sciences Academic Affairs Committee

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## **Academic Affairs Committee**

Meeting Minutes  
**March 12, 2013**

### **Opening:**

The regular meeting of the Academic Affairs Committee was called to order at 12:32 pm on March 12, 2013 in the MLS Classroom CSS 167 by Claire Strom.

### **Present:**

Claire Strom, Susan Walsh, Pedro Bernal, Martina Vivodic, Wenxian Zhang, Nancy Decker, Jana Mathews, Maria Ruiz, Faithe Galloway (student rep), Jennifer Nilson (student rep), David Daubert (student rep)

Visitors: Holly Pohlig, Jennifer Cavanaugh, James Zimmerman

### **A. Minutes - Approved**

### **B. Core Curriculum - Approved**

Jennifer and James presented. Under the new general education curriculum, each student will take 3 competencies and 5 neighborhood courses. In the spring of the freshman year, students take 100-level. The 200 or 200/300-level courses can be taken in the sophomore and junior years. All students should take all other courses before taking the 400-level course. Honors is its own neighborhood. Students must take a neighborhood course from each of the four divisions. Education, INB, and Communications will be in Social Sciences. All courses will be taught at all levels from each division. The courses are intended to be developmental and build on each other. The 100-level is about investigation/foundation courses, then the 200-300-level is integration/investigation, and the 400-level is application/integration. Susan suggested there might be a problem with students in a major taking low-level courses from their own division after having a significant amount of major coursework. Crosslisting might solve some problems. In addition, advisors and student success coaches would help lead students to appropriate coursework. How to number the courses is a problem. High-level courses are integrative across disciplines rather than inside discipline. Students can count one course in gen ed toward major (like now). Competencies can always count toward major (like now). Students cannot change neighborhoods, but they can take one course that is not the capstone outside neighborhood so they get some flexibility. If first course is in one neighborhood and not liked, a student can take the remaining 4 classes within a single neighborhood. The 400-level course must be from neighborhood because the neighborhood is developmental. Honors neighborhood is separate. Students select a neighborhood in fall freshman year so that they can take the first course in the spring. Even for students who change their majors, there are only 4 neighborhood courses in the particular

neighborhood that are required so the inability to switch neighborhoods is not perceived to be a burden. In addition, every neighborhood will get different perspectives because they are different divisions. One course outside the neighborhood is hopefully more about student excitement than an escape clause. In the fall of freshman year, students will be in the RCC and competencies. The hope is that we will change how we send info to incoming freshmen, asking them what classes do you want to explore, rather than take this class because it gives you a letter. In this way, we put you in classes we thought you would like rather than put you into a class that carries a letter. We will work with dept chairs and advertise minors more. There should be more flexibility in that first year to explore because there are fewer gen eds. Because of this, we are trying to get depts to offer more intro classes.

Assessment of the neighborhoods should not be difficult. Each course will carry one assignment aligned with learning outcome from level. The graded assignment will be saved for summer programmatic assessment (not necessarily you) through lens of AA&U guidelines. Assignments get deposited into electronic database. For example, a 100-level course will cover written communication and information literacy. An instructor will create an assignment that covers both goals at once or one of each in two assignments. For example, the assignment could be a research paper that uses the internet. For each class up to the capstone, these courses will be assessed on two criteria each. The 400-level does all; assignments should cover all of the criteria. The assessment subcommittee is trying to come up with assignments that might work. Faculty training and professional development will come into play here. Each course is not limited to these criteria, but these are the criteria we are assessing. This will be an electronic portfolio.

Nancy asked if any neighborhood classes will be given to foreign language? As long as the course meets the criteria, maybe. There might be staffing issues with the number of students trying to get through the competency. Spanish might work. It might be a challenge if non majors and majors are together in a language class. One other strategy might be to teach wider group to recruit majors. Some faculty members will not be able to contribute unless the course can be given in foreign language. If it meets the criteria, it should be possible.

Maria asked about in terms of pedagogical continuity, what is the conceptual continuity as compared to alphabet soup? Jennifer described alphabet soup as exploratory dipping. In the soup, we are not trying to connect classes. Now we will connect through big idea, but not such a tight concept, rather connecting an idea throughout disciplines through a different lens. We will have an unified idea to focus on and think about that is more developmental, more integrative, rather than jumping across departments and divisions. Maria asked what do we lose? Jennifer said we lose the ability to put gen eds on classes that we already teach for something else, lose seniors in 100 levels, and students don't get forced into certain courses just to fulfill a letter. We lose a gen ed system without administration. We get more deliberate and purposeful in connections. Jana said faculty training and working together with others from different disciplines will be gained. We lose the 100-level course inconsistency. Now things might be more uniform.

The course approval process will be through AAC. Right now, each neighborhood course will go through the new course subcommittee until it becomes overwhelming. The subcommittee will have to have 4 members with divisional representation. In most cases, divisional representation is not important unless someone from a division tries to teach in a

different division. Ideally, this would push courses forward not deny courses. Competencies do not go through this form.

Meeting times for 100-level classes will be consistent with the RCC time, MWF 9am. If there is a dedicated slot for those gen eds, students have more flexibility. Nancy asked if the early time would be difficult for faculty. She stated that the effectiveness of this program is dependent on who is teaching at the 100 or 200 level and those faculty should understand how important it is to have these time slots. Jana asked if the 300-400 level days and times could be offered at any time. When the neighborhood is running, there should be 14 300-400 level courses per semester. The neighborhood director will have to make sure all the times do not conflict. James suggested adding the signature of director of gen ed to the form to check that not all 400-level courses at the same time. Jana suggested that maybe students should be on approval committee. Susan asked about how labs would fit in these times. Jennifer replied that this was not addressed fully yet. Expressive arts may also be affected.

Section 3 of the form will require the most effort because faculty will address how the course fulfills the assessment of that level. James promises lots of professional development, including some to deal with this form. Section 4 is only necessary if jumping divisions. Section 5 allows for crosslisting, if the course counts toward major. Registrar could put major course in your major. Martina asked if you can put prereqs on your neighborhood course. Jennifer replied that they are trying to stay away from that if possible. Right now, the only course with official prereq is that a 400 must have all others. Science has floated the idea that math must be done to take course from that division, but this is not official. Ideally, courses should not have prereqs. Maria suggested this might be tougher in some divisions than others. Nancy suggested teaching the course broadly but to allow a subset of the class to meet an additional hour to do additional work to count toward major. That would allow people who are interested to have more discussion and might service the majors in the course.

This will go to the full faculty on April 4th. There is a lot of pedagogy embedded in form. Claire said exceptions might be made for lab classes. Jana said that if we stay with matrix, it might be trickier if courses meet at a different time. She asked if this will alter the matrix too much with lab? James said that the only time constraints would be at 100-200 level lab. If a longer lab, maybe that's only a 300 level class. Jennifer said that to address the confusion between neighborhood and major, all courses will have a neighborhood prefix.

### **C. Next week's agenda**

- 1) African American studies in Holt—Julian (3/19)
- 2) Dance Minor in Holt (3/19)
- 3) Self-Designed Major - Camilo Garzon (3/19)
- 4) Writing Minor (3/26)
- 5) Courses requiring financial resources—approval process?—Jenny (April)
- 6) Student probationary status—Jenny (April)
- 7) Opening academic warnings earlier (April)
- 8) Team teaching—how it's counted—Bob (April)

**Adjournment:**

The meeting was adjourned at 1:37 pm by Claire Strom. The next general meeting will be at 12:30 pm March 19, 2013 in CSS 167.

**Minutes submitted by**

Susan Walsh

**Approved by**

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5 Aligned Courses

4 Neighborhoods

4 Perspectives

3 Competencies

1 Rollins

# Rollins Neighborhoods

- 8 requirements (5 Neighborhood, 3 Competencies)
- 5 Neighborhood (Aligned) Courses
  - One Introductory (100 level) Course
  - Three Intermediate (200 or 300 level) Courses
  - One Advanced (400 level) Course
- 3 Competencies
  - Language
  - Mathematics
  - Writing

# Neighborhoods

A stylized dark blue house with a chimney, centered within a light blue square background.

When Cultures Collide

A stylized dark blue house with a chimney, centered within a light blue square background.

Innovation and  
Creativity

A stylized dark blue house with a chimney, centered within a light blue square background.

Mysteries: Into the  
Unknown

A stylized dark blue house with a chimney, centered within a light blue square background.

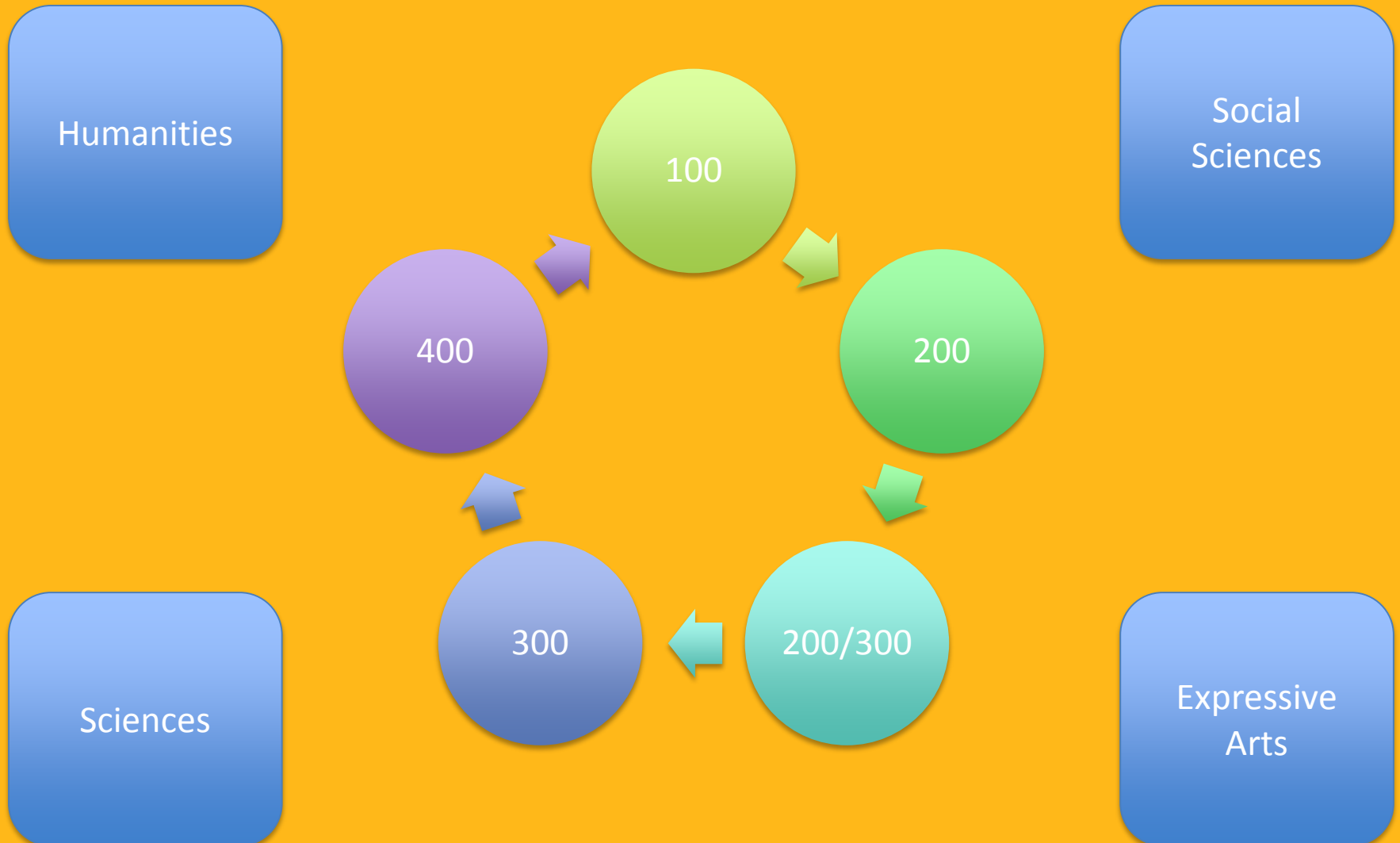
Honors

A stylized dark blue house with a chimney, centered within a light blue square background.

Self and Community in  
a Diverse World



# Four Perspectives/Five Courses



# Rollins Neighborhoods

- Student Requirements
  - Must take RCC 1<sup>st</sup> Sem 1<sup>st</sup> Year
  - Must take 100-level Neighborhood 2<sup>nd</sup> Sem 1<sup>st</sup> Year
  - Must take one neighborhood course taught from each of the four perspectives
  - All competencies must be completed prior to enrollment in 400-level Neighborhood course

# Double-Counting Classes

- Courses taken to fulfill language or mathematical competencies can be counted toward a major
- One general education class may also be counted toward a major

# Typical Student Experience Matrix

	Fall	Spring
Year 1	RCC Core Competency Major Course (or exploration) Elective or Core Competency BPE Course	100-level Nbrhood Course Core Competency Major Course (or exploration) Elective or Core Competency
Year 2	200-level Nbrhood Course Core Competency Major Course (or exploration) Elective PE Course	200-level Nbrhood Course Core Competency Major Course Elective
Year 3	300-level Nbrhood Course Major Course Major Course Elective	Major Course Major Course Elective Elective
Year 4	400-level Nbrhood Course Major Course Major Course Elective	Major Course Major Course Elective Elective

# Typical Student Experience with Study Abroad Matrix

	Fall	Spring
Year 1	RCC Core Competency Major Course (or exploration) Elective or Core Competency BPE Course	100-level Nbrhood Course Core Competency Major Course (or exploration) Elective or Core Competency
Year 2	200-level Nbrhood Course Core Competency Major Course (or exploration) Major Course (or exploration) PE Course	200-level Nbrhood Course Core Competency Major Course Major Course
Year 3	300-level Nbrhood Course Major Course Major Course Elective	Semester Abroad
Year 4	400-level Nbrhood course Major Course Major Course Elective	Major Course Major Course Elective Elective

# Maximizing Choices—Time Slot Matrix

- 100 and 200-level classes only
  - MWF 9-9.50 am
  - TTH 9.30-10.45 am
- Required labs can be scheduled before the regular class meeting time or at another time

# Learning Outcomes

- Written Communication
- Critical Thinking
- Ethical Reasoning
- Information Literacy
- Integration across disciplines
- Civic Engagement

# Rollins Neighborhoods Assessment

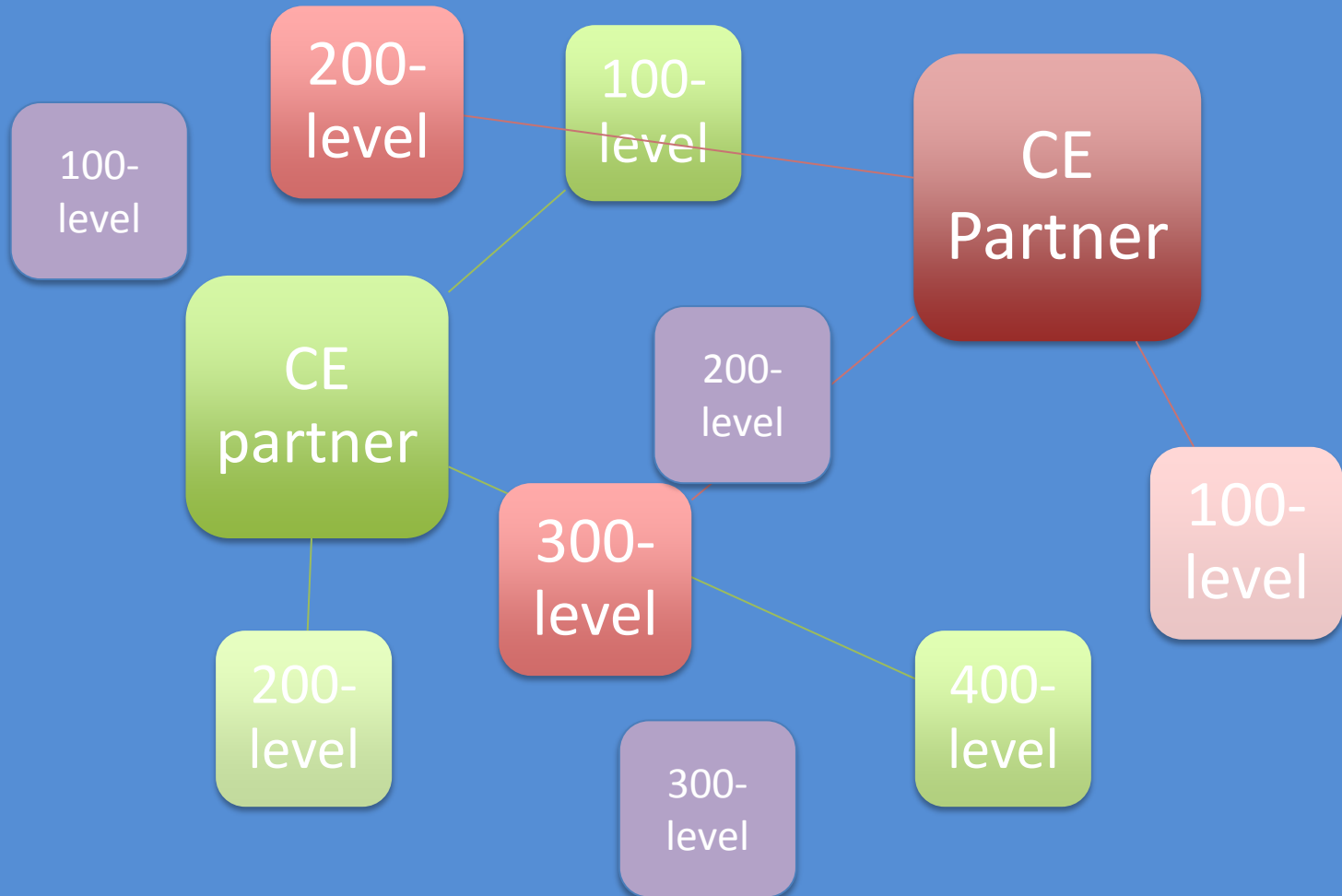
<b>ROLLINS NEIGHBORHOODS</b>	(1) Written Communication	(2) Critical Thinking	(3a) Ethical Reasoning	(4) Information Literacy	(5) Integrative Learning	(3b) Civic Engagement	INITIAL Benchmark/ Comment
RCC							Assessed by Explorations
100-level General Education (basic)	XXX			XXX			50%-70% of students should achieve an average of 2
200-level General Education (intermediate)		XXX			XXX		50%-70% of students should achieve an average of 2
300-level General Education (intermediate)		XXX	XXX				50%-70% of students should achieve an average of 2
400-level General Education (advanced)	XXX	XXX	XXX	XXX	XXX		50%-70% of students should achieve an average of 3
ANY CE designated Course						XXX	Assessed by Community Engagement



# Course Approval

- Course approval form will be similar to extant form
- AAC's New Course Subcommittee will have divisional representation
- Faculty members will be expected to show how they will meet the specific LEAP learning goals for the course level
- CPS faculty will be counted in the social science division for the purposes of the general education curriculum
- Courses intended for a division other than the faculty member's home division will need to meet standards set by that division

# Community Engagement



# Moving Forward

- Training, Training Training
- CIEs
- Urban Development Teams: Team Leaders
  - When Cultures Collide—Gabriel Barreneche
  - Mysteries—Ryan Musgrave and Jennifer Cavanaugh
  - Self and Community—Dorothy Mays and Margot Fadool
  - Innovation and Creativity—Paul Stephenson and Gloria Cook